<Files\\Al-Masri 2019> - § 2 references coded [3,67% Coverage]

Reference 1 - 1,17% Coverage

Results from this study, have shown that students attained a higher exam grade in the practical component compared to that of the theoretical one. In particular, students achieved an average of 95% in the practical component compared to 87% in the theoretical component.

Reference 2 - 2,50% Coverage

It was noted that many of the errors discovered in the execution of students' code for the non-participating group comprise of common programming mistakes including: (1) inconsistent coding style (i.e. proper documentation, indentation, meaningful names), (2) lack of modularity (i.e. writing long functions, hard to identify functional components of the program structure, many paths through the code), excessive number of control structures in a single function, (3) excessive use of global variable declarations, and (4) mishandling exceptions (i.e. lack of handling errors).

<Files\\Carratala-Saenz 2019> - § 1 reference coded [0,10% Coverage]

Reference 1 - 0,10% Coverage

HPC knowledge has increased among students.

<Files\\Ferreira 2018> - § 2 references coded [0,51% Coverage]

Reference 1 - 0,30% Coverage

The topics where the seminars were more important in the
context of the course were the lectures within Arduino, Kinematics, ROS, Control and Artificial Intelligence, with 55%, 57%, 66%, 62% and 68% of relevancy of the enquiries, respectively.

Reference 2 - 0,21% Coverage

In fact, ROS, Kinematics and Arduino topics had a very subtle increase of 10%, 2% and 2% of participants with a relevant
current knowledge on the about the difficulty topic

<Files\\Hallak 2019> - § 1 reference coded [0,11% Coverage]

Reference 1 - 0,11% Coverage

retain the knowledge they gained from taking the problemsolving course(s)

<Files\\He 2018> - § 3 references coded [0,37% Coverage]

Reference 1 - 0,11% Coverage

to practice the theory and abstraction through a practical application;

Reference 2 - 0,10% Coverage

to integrate their knowledge into solving real-world problems; and

Reference 3 - 0,17% Coverage

to co-design and develop software with Raspberry Pi-based devices to produce real-world IoT systems on their own

<Files\\Kawash 2016-1> - § 1 reference coded [0,63% Coverage]

Reference 1 - 0,63% Coverage

This te st showed that the difference was extremely statistically signific ant (p -value < 0.0001), and so it is not unre asonable to interpr et it as evidence that the use of the Raspberry Pi has had a very p ositive impact on student p erformance

<Files\\matthews2018> - § 1 reference coded [0,87% Coverage]

Reference 1 - 0,87% Coverage

There is a significant difference in the means of the pre- and
post-surveys for questions 1 through 4 for each of our workshops, despite the fact that each had different mixtures of faculty and students. The Tapia workshop (which had our lowest p-value) had the highest number ofnovice students; the CSE workshop had more experienced students; and the SIGCSE workshop was made up of almost entirely faculty. Unsurprisingly, more advanced groups had higher p-values than the novice group; however, all measured pvalues are below 0.05. This strongly suggests that our approach can be used to cover many of the PDC learning outcomes of Table 1.

<Files\\slamnik-krijestorac2019> - § 1 reference coded [0,43% Coverage]

Reference 1 - 0,43% Coverage

•According to the overall success that students achieved at the end of the semester, and the fact that the great majority claimed that their learning was enhanced after performing laboratory exercises, we emphasize the feasibility of our RPibased laboratory solution for ultimate learning experience enhancement.

<Files\\vasilchenko2017> - § 1 reference coded [0,24% Coverage]

Reference 1 - 0,24% Coverage

Students also developed an understanding of reusability of media components with such factors as the clip authorship, its visual and audio quality, as well as clip genre, and time of creation.

<Files\\wachira2017> - § 1 reference coded [0,88% Coverage]

Reference 1 - 0,88% Coverage

From the pre-program survey statistics in Tables V and
VI, it was noted that over 95% of second year respondents and around 78% of third year students felt either poor or average in computer programming. Through the use of the learning model and the associated designed laboratory series, the same batch of respondents perceived an increase in their programming ability. This was observed from Table VII, where in both classes, over half of the

respondents (53.13% of the second year class and 62.26% of the third year class) saw an improvement.

<Files\\younis2019> - § 1 reference coded [0,14% Coverage]

Reference 1 - 0,14% Coverage

There is a difference in emphasis on
parallel programming and soft skills between the first and second parts of the semester.